

Hexton Village Playgroup

St Faiths Centre Church, Hexton, Hitchin, Hertfordshire, SG5 3JN

Inspection date

05/02/2013

Previous inspection date

24/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Educational programmes provide interesting and appealing activities, which cover all areas of learning. Children have good opportunities to develop their communication and language skills because staff take time to listen and extend their vocabulary with every opportunity.
- Children form secure attachments with staff and build strong bonds with their peers because they are supported by an effective key person system. As a result, children are settled, happy and feel secure.
- Well established links with parents, carers and other settings, delivering the Early Years Foundation Stage, promote strong opportunities for meeting children's needs. Consequently, children are ready for their next stage of learning or the transition to school.
- Staff are vigilant in safeguarding children and arrangements are strong with clear policies understood by all staff. As a result, children are well protected and welfare requirements are met.

It is not yet outstanding because

- There is scope to develop children's independence at meal times to ensure that they are able to pour their own drinks and serve their own food.
- There is scope to enhance further the staff appraisals so that staff are constantly improving their already good understanding and practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day.
The inspector looked at documentation including, children's learning journeys, assessment records, planning documentation, and the provider's self-evaluation form.
- The inspector carried out a joint observation with the leader.
- The inspector observed activities in the main play area and the outside learning environment.

Inspector

Jo Rowley

Full Report

Information about the setting

Hexton Village Playgroup opened in 1983 and is registered on the Early Years Register. It is situated in St Faith's community centre, within St Faith's church building in Hexton, Hertfordshire. The playgroup is managed by a voluntary committee, serves the local area and surrounding villages and is accessible to all children. It operates from one main room within the church building and has a fully enclosed area available for outdoor play.

The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The playgroup opens Monday to Friday term time only and sessions are from 9am to 12.15pm with an optional lunch club until 1.15pm. Children may attend for a variety of sessions and there are currently 13 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children and is able to support children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop children's independence with particular reference to allowing children to pour their own drinks and serve their own food.
- enhance further, staff appraisals so that staff are improving their already good understanding and practice consistently.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children develop across all areas of learning because staff plan a range of interesting and appealing activities. For example, they learn about life cycles as they watch a butterfly grow from an egg. Staff practice is based on their secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Consequently, educational programmes are implemented effectively and children's learning is well-developed. Children are motivated and clearly enjoy participating in a range of activities. For example, a painting activity begins with children using their fingers to paint with. This is quickly extended by children as they talk, with staff, about colour mixing. Additionally this activity supports their language development as they use words, such as 'slimy', 'squidgy' and 'wet' to describe the feel of the paint.

Regular observations of children are organised to ensure that their learning and development are promoted. Assessments are completed and used well to include children's next steps, which are then incorporated into the planning. This means that suitably challenging activities are planned to meet the needs of all children and extend their learning where appropriate. Staff regularly monitor all aspects of the setting to ensure that children are progressing well. They have prepared individual learning journeys for each child, with a wealth of detail included, to share with their families. Furthermore, photographs, observations and parental comments demonstrate the progress that each

child has made. As a result, children are working comfortably within the typical range of development expected for their ages. Additionally, through their learning journals and regular discussions, children's progress is shared with parents. As a result, the well-established staff team are appreciated by parents who speak highly of them. For example, parents say that their children are happy at the playgroup and have made some good friends. As a result, parents feel confident in leaving them there.

Children's starting points are discussed with parents on entry and transitions are planned with settling-in visits to ensure that children settle easily and feel secure. Staff work hard to ensure that their transitions to school are as comfortable as possible. For example, photographs are taken of the local schools, which most children will attend. The photographs show children examples, such as the classrooms, hallway and school uniform, which they will see when they visit the school. As a result, children's readiness for school is fully supported by playgroup staff. Children have independent access to a range of age-appropriate resources, which they access through choice and use to create ideas of their own. For example, a group of children using some large cars, trucks and tractors add a range of bricks to make buildings for their vehicles to travel under and through. Children enjoy regular opportunities for fresh air and exercise as they enjoy outside play, on a daily basis, where they use various equipment. For example, they climb, balance and learn to ride two- and three-wheeled bikes. As a result their physical development is promoted.

The contribution of the early years provision to the well-being of children

The well-established staff team provide an effective key person system which supports children's well-being. For example, children have formed good bonds with their peers, secure attachments with staff and relationships between all are strong. Children are friendly and show high levels of concern for each other. For example, one child gives another a cuddle because they are a little upset. The child then gets a tissue and is seen visibly comforting the upset child before they go off together, playing. Staff use this opportunity to praise children for their kindness, promoting their confidence and self-esteem. Children show a genuine interest in creating games and ideas of their own, such as when they are in the home corner playing 'mum's and babies'. They share resources well, taking turns with the prams as they look after their 'sick babies'. Consequently children's imaginations are promoted and their cooperation skills with their peers are developing.

Children's safety is a priority for staff who ensure that risk assessments are completed on a regular basis. Time is taken through discussion to talk to children about their safety inside and outside of playgroup. Additionally this is further explored as children talk about when it is safe to stroke animals they may see while out walking in the local community. Children behave very well, demonstrating that they feel safe in their environment because staff set clear examples of expected behaviour and they are good role models. Children are developing effective self-care skills as, for example, they independently use the toilet and hand washing facilities. They gain an understanding as they learn about healthy lifestyles through the balanced snacks they eat, such as fresh fruit. However, children have limited opportunities to serve their food or pour their own drinks at meal times.

Children are prepared for the next stages in their learning because they are supported in their transitions from home to playgroup and onto school.

The effectiveness of the leadership and management of the early years provision

Staff work well together and the leader ensures that their specific roles and responsibilities are managed effectively. As a result, staff at the playgroup meet the safeguarding and welfare requirements. The playgroup committee and leader have organised robust recruitment and induction systems to ensure that staff members are safe to work with children. Staff are valued and recognised with individual targets identifying areas for improvement. Consequently, arrangements for safeguarding children are strong and children's welfare is a priority. Staff appraisals are completed, along with regular discussions, although there is scope to further enhance these so that staff are consistently improving their already good practice and understanding.

Rigorous methods are in place to ensure that observations and assessments are used to monitor each child's progress. Staff communicate with a range of professionals, including the local children's centre staff, to give consistent support to children and their families. The leader and staff team work together to make sure that planning is appropriate, and individual to each child. Consequently, the learning and development requirements are consistently met. Staff and committee meetings are held regularly to ensure that all members are aware of the setting's targets and improvement plans. Self-evaluation is well-organised with staff ensuring that all aspects of the setting, including the monitoring and evaluating of the planning and assessment systems, are used to overcome weakness and identify strengths. Parent and child views are taken into account through day to day discussions and written comment forms. As a result, parents are given the opportunity to share their thoughts and ideas and clear and successful improvement plans support children's achievements over time.

Staff have good relationships with parents and they play an active role in their children's learning because they are kept fully informed through regular newsletters. Relationships with other agencies delivering the Statutory Framework for the Early Years Foundation Stage are good and two-way communication is promoted with other providers, creating a strong contribution to meeting the needs of all children. Staff create a warm environment that is welcoming, safe and stimulating. As a result, children enjoy their learning and develop their self-esteem and self-confidence.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY298449
Local authority	Hertfordshire
Inspection number	877848
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	13
Name of provider	Hexton Playgroup
Date of previous inspection	24/10/2008

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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